



Australian Government

SISOABL002 Facilitate adventure-based learning activities

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to facilitate learning through adventure activities according to a pre-designed adventure based learning program which might be self-developed or developed by others. It requires the ability to adjust program content and manage all learning activities to encourage participant engagement.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to adventured-based learning facilitators who work independently using discretion and judgement to manage learning activities, risk, and any significant problems when they arise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Adventure Based Learning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Prepare for program delivery.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify, from program plans, participant characteristics, learning needs and any barriers to learning.
- 1.2. Interpret program plan, objectives, learning outcomes, session plans and facilitation techniques.
- 1.3. Refine learning activities according to needs of

- individual participants, within scope of responsibility or refer for authorisation.
2. Prepare participants.
 - 2.1. Advise participants on how learning during activities can transfer to life and work circumstances.
 - 2.2. Guide and support participants to set realistic individual and group goals consistent with activity learning outcomes.
 - 2.3. Negotiate individual and group guidelines to inform participant action and behaviour.
 - 2.4. Brief participants on known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
 3. Manage adventure-based learning activities.
 - 3.1. Communicate activity instructions and ideas clearly and constructively to engender participant confidence.
 - 3.2. Encourage questions and advice before and during activity and provide ongoing feedback.
 - 3.3. Implement facilitation approaches that allow individuals to share in the responsibility of their learning and safety.
 - 3.4. Reinforce the value of individual differences to stimulate and encourage contribution, cooperation and collaboration.
 - 3.5. Implement strategies which develop trust between individuals within the group and with leaders.
 - 3.6. Monitor and maintain compliance with agreed individual and group guidelines.
 - 3.7. Monitor individual and group progression throughout activities.
 - 3.8. Re-evaluate participant needs and session outcomes; modify activities to ensure participant engagement and challenge.
 4. Manage participant safety and well-being during activities.
 - 4.1. Monitor activity conditions, hazards and the physical and emotional safety of individuals and the group.
 - 4.2. Respond immediately to adverse participant reactions and hazardous situations.
 - 4.3. Complete ongoing risk assessments to minimise distress or injury to participants and others.
 - 4.4. Amend activities if risk is unacceptable; cease activities when required.
 5. Debrief with participants.
 - 5.1. Encourage participants to identify achievement of individual and group goals.
 - 5.2. Provide constructive feedback on individual actions and group interaction, and collaboratively evaluate individual and group outcomes.
 - 5.3. Facilitate individuals and group to identify how learning

- can be transferred, and their future learning needs.
- 5.4. Use a suitable facilitation activity to develop personal and group action plans.
6. Evaluate learning sessions.
- 6.1. Debrief with team members to identify successes, problems and difficulties.
- 6.2. Evaluate feedback from participants on their challenges and achievements.
- 6.3. Self-evaluate sessions against learning objectives achieved, own performance, and identify areas for future improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret sometimes unfamiliar and potentially complex information about participant characteristics, learning programs and session plans.
Writing skills to:	<ul style="list-style-type: none"> refine session plans incorporating correct terminology and jargon for activities and experiential facilitation techniques.
Oral communications skills to:	<ul style="list-style-type: none"> provide information to participants about conceptual ideas using language and terms easily understood.
Learning skills to:	<ul style="list-style-type: none"> review own performance and comments from others to identify skills that need development.
Teamwork skills to:	<ul style="list-style-type: none"> pro-actively and cooperatively work within teams of facilitators to deliver effective outcomes for participants.
Planning and organising skills to:	<ul style="list-style-type: none"> manage own timing and that of participants to complete sessions within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>